DOCUMENT RESUME

ED 134 305 PS 008 993

TITLE	Learning Stations for Individualization.
INSTITUTION	Saint Cloud Independent School District 742, Minn.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
PUB DATE	[74]
NOTE	89p.; For Teacher's Manual, see PS 008 994
EDRS PRICE	MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS	Child Development Centers; Cognitive Development; *Demonstration Programs; Early Childhood Education; Educational Objectives; Emotional Development; Home Visits; Instructional Materials; Language Development; *Learning Activities; Parent Child Relationship; *Parent Participation; Parent Teacher Cooperation; Preschool Curriculum; *Preschool Programs; Psychomotor Skills; *Skill Development; Social Development; *Teaching Guides; *Teaching Methods
IDENTIFIERS	Elementary Secondary Education Act Title III; ESEA Title III

ABSTRACT

This document contains a collection of activities for preschool children developed by the Title III Elementary and Secondary Education Act Developer/Demonstration Project in Saint Cloud, Minnesota. The Family Oriented Structured Preschool Activity is a program attempting to mold the expertise of the parent with the expertise of the professional educator in order to enhance the child's development. It is an alternative form of preschool education which is designed to increase competencies and self confidence in both parents and children. The preschool program involves parents and children working together in a preschool center and at home. Learning activities stress perceptual language, cognitive, self-concept, social and academic skills. Each activity is described in terms of the materials needed, the objectives of the activity and the activity itself. (Author/BS)

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ED134705

PS 008993
Family Oriented Structured Pre School Activity

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A Nationally Validated Title III, ESEA Developer/Demonstration Project
Independent School District No. 742, St. Cloud, Minnesota 56301

Seton Hall Pre-school Project
1204 7th Street South
St. Cloud, Minnesota 56301

612-253-5828

LEARNING STATIONS

"The beginning is the most important part of the work."

Plato

FAMILY ORIENTED STRUCTURED PRESCHOOL ACTIVITY

1204 7th Street South

St. Cloud, Minnesota 56301

A Nationally Validated Title III ESEA Project

LEARNING STATIONS FOR INDIVIDUALIZATION

for:

Parent-Child Activity

Teacher-Child Activity

Child Activity

LEARNING STATIONS FOR INDIVIDUALIZATION - KEY

P. Perceptual Skills

I. Body Image

- A. Parts
- B. Clothing
- C. Movements
- D. Shadows

II. Auditory

- A. Sounds
- B. Sequencing
- C. Discrimination
- D. Dynamics
- E. Beats & Rhythm
- F. Following Directions
- G. Rhyming
- H. Initial Sounds

III. Visual

- A. Motor
- B. Shapes
- C. Sizes
- D. Discrimination
- E. Color
- F. Shapes & Numerals
- G. Copying
- H. Matching
- I. Sequencing
- J. Memory

IV. Motor

- A. Space & Directivity
- B. Laterality & Balance
- C. Body Movement (Large)
- D. Small Hand Muscles
- E. Eye Movement
- F. Eye-Hand Coordination
- G. Small Muscle Control

V. Spatial Relations

VI. Sensory Motor Integration

- A. Touch
- B. Manipulation
- C. Time

L. Language

I. Receptive

II. Expressive

C. Cognitive

I. Classification

A. Sort
B. Sizing
C. Shapes
D. Same & Different
E. Category
F. Pairing
G. Matching

II. Association

III. Reasoning

A. Estimating Quantities
B. Balancing Objects

SC. Self-Concept Skills

SS. Social Skills

A. Academic Skills

I. Reading

A. Alphabet
B. Beginning Sounds

II. Math

A. Counting
B. Sets
   1. Identify
   2. Matching one-to-one
C. Numbers
   1. Recognition
   2. Numeral
   3. Number-Numeral Matching
   4. Sequencing
D. Making New Sets

P:I:A:1

Materials: Me book

Objective: To become aware of parts of the body and their functions by focusing attention on feet, hands, arms, body, head

Activity: Read book. Talk about your body and your child's body in relation to the book.

Vocabulary: feet foot, hand, hands, right hand, left hand, arm body, head

OSA: L:II, SC:I

Box # 1

P:I:A:2

Materials: life-size boy and girl figures and cut-apart puzzle pieces

Objective: To identify the parts of the body and to explain body functions.

Activity:
1.) Using the figure and pieces, put the pieces together to make a little boy or a little girl (name parts as you go.)

2.) Find the same part on their and your bodies.

3.) Explain what you can do with that body part.

Vocabulary: names of body parts: head, ear, nose, etc.

OSA: L:I, L:II

Box # 1

P:I:A:3

Materials: four foot long sheet of newspring, crayons

Objective: To locate and name body parts on a Me Map

Activity: 1.) Ask your child to lie down on the sheet of newsprint so that you can trace around his/her body.

2.) Have your child draw in eyes, ears, nose, mouth, etc., on the newsprint.

Vocabulary: eyes, ears, nose, hand, foot, arm, leg, body, etc.

OSA: P:V:A

Box # 3

P:I:A:4

Materials: My Body (Instructo) flannel board

Objective: To identify and discover relationships among major parts of the body.

Activity: Assemble the figures. Identify the parts of the body as you put it together.

Vocabulary: arms, legs, body, feet, etc.

OSA: L:I, L:II

Box # 5

P:I:A:5

Materials: My Face, flannel board

Objective: To identify and discover relationships among major parts of the body

Activity: Assemble the figures. Identify the parts of the body as you put it together.

Vocabulary: head, nose, eyes, ears, etc.

OSA: L:I:, L:II

Box # 4

P:I:A:6

Materials: Multi Ethnic Face Puzzles (DLM)

Objective: To construct a face and body.

Activity: Put the face puzzles together

Vocabulary: forehead, nose, eyes, lips, hair, chin, etc.

OSA: L:II

Box # 4

P:I:A:7

Material: 3-way mirror

Objective: To observe the face from 3 sides at once.

Activity:

1.) Have your child look at himself/herself in the mirror.

2.) Ask him/her to make faces and to study each one from all 3 views.

3.) Make a self-portrait.

Vocabulary: eyes, ears, cheeks, lips, hair, etc.

School Supplied

P:I:A:8

Materials: paint (and brush if desired), long paper, water, towels, plus bare hands or feet, or both

Objective: To make individual hand and foot prints

Activity: 1.) Feet

a. Remove his/her shoes and socks and roll-up pants.
b. Step in pan of paint or use a brush and paint it on.
c. Walk across paper in various ways: toes pointed in and out, dragging feet, sideways, backwards, on tip toes, etc.
d. Step in pail of water at end of sheet and dry feet.

2.) Hand

a. Have your child roll-up his/her sleeves.
b. Dip hands in paint and place them on paper.
c. Then wash and dry

3.) Have your child compare his/her prints with the prints of others.

Vocabulary: print

OSA: SC:I

School Supplied

P:I:B:1

Materials: Human Body Parts Flannel Aid, Flannel Board

Objective: To identify and discover relationships of the parts of the body as they piece together a form figure and clothe it according to seasons.

Activity: Put the bodies together labeling or identifying all the parts.

Dress the figures according to season identifying clothing as you go.

Vocabulary: Name body parts: head, body, arms, legs, etc.

Box # 2

P:I:C:1

Materials: full length mirror

Objective: To observe the movement of body parts in a wiggle game.

Activity: Ask your child to show you which part of his/her body can... (nod, twist, clap, snap, close, open, wiggle, shrug, stamp, turn, click, bend, etc.) Have him/her watch himself/herself in the mirror.

Vocabulary: close, nod, wiggle, stamp, twist, open, turn, bend, shrug, make a noise, clap, click

School Supplied

OSA: P:IV:A

P:II:A:1

Materials: tape recorder, tape (telephone, flushing toilet, doorbell, knocking on door, alarm clock, teapot, radio, door slam, chair move, silverware, car door, dog bark, cat meow, bird chirp, etc.

Objective: To identify common household sounds.

Activity: Play the tape and have your child identify the sounds.

Box # 11

P:II:A:2

Materials: blindfold, box of objects

Objective: To distinguish sounds.

Activity: Blindfold your child. Make a familiar sound and ask him/her to identify it.

Possible sounds: move a chair, clear throat, click tongue, tear paper, walk, clap hands, sneeze, cough, jingle money, splash water, pour water, shuffle cards, whistle, ring a bell, bang blocks, chatter teeth, sweep, knock, drop an object.

OSA: L:II

Box # 12

P:II:A:3

Materials: tape recorder, box containing coins, pencil, pins, broom, paper, sandpaper, comb

Objective: To identify and reproduce "like sounds"

Activity:
1.) Ask your child to identify the source of the sounds made on the tape.

2.) Have him/her use the objects from the box to make the same sound.

Box #13

P:II:A:4

Materials: Rhythm instruments: bells, sticks, jingle clogs, tone block, drum, triangle, sandpaper blocks.

Objective: To identify and match instruments to the sounds they make.

Activity: Blindfold your child. Pick out one instrument and play it. Have your child describe the sounds. Have him/her pick out the instrument he/she thinks you played and let him/her play it to check his/her answer. (If they have a difficult time matching the sounds to the instrument, let him/her experiment with each instrument before you begin.)

Vocabulary: bright, hard, woody, strong, weak (encourage the child to make up words to describe the sound made)

Box #14

P:II:B:1

Materials: Tell-Again Story Cards

Objective: To listen to a story and remember the sequence of events.

Activities:
1.) Tell your child the story.
2.) Have your child retell the story.
3.) Mix up the cards and ask your child to rearrange them in order (the way they happened.)

Vocabulary: first, next

OSA: L:I, L:II, A:I

Box #15

P:II:B:2

Materials: Let's Learn Sequence

Objective: To interpret pictures and sequence events in left to right order

Activity: Tell the nursery rhyme or make up a story. Find the pictures to correspond to the story. Ask your child to arrange the pictures in order of happening (from left to right.)

Vocabulary: first, next, last

Box #16

P:II:B:3

Materials: Sequential Picture Cards II (DLM)

Objective: To listen, create, and remember the sequence of events.

Activity:

1.) Make up and tell a story using the three picture set.

2.) Mix up the order.

3.) Ask your child to retell the story and put the thing that happened first-first, second-next, and third-last.

4.) Have him/her make up a story and tell you where to put the pictures.

Vocabulary: first, next, last

OSA: L:I, L:II, A:I

Box #17

P:II:C:1

Materials: (Homemade) plastic disposable coffee cups containing: salt, toothpicks, nails, beans, rice, macaroni; cardboard cover taped on top

Objective: To discriminate and match like sounds.

Activity:

1.) Ask your child to match the cups that sound the same.

2.) Have your child tell you what kind of sound the cup makes. (let him use his own made-up vocabulary and encourage terms like loud, soft, light, heavy.)

Vocabulary: loud, soft, light, heavy

OSA: L:II

Box #18

P:II:D:1

Materials: drum, rhythm sticks, jingle clogs, or tone blocks

Objective: To distinguish between and produce sounds that are loud, soft, fast and slow.

Activity:

1.) Let your child experiment with the sounds of all the instruments.

2.) Play one of the instruments loud and ask you child if it was a loud or soft sound.

3.) Ask him/her to show you how to make a soft sound.

4.) Repeat with each concept (loud-soft, fast-slow) and use various instruments to reinforce the concept.

Vocabulary: loud, soft, fast, slow

Box #14

P:II:E:1

Materials: rhythm instruments, poems

Objective: To keep a steady beat.

Activity:

1.) a. Pick out a simple poem: "Charlie Over the Water", "Jack Be Nimble", "Humpty Dumpty", etc.

b. Recite the poem (in a "sing-song" fashion) with your child.

c. Set up a steady beat (clapping, marching, or using instruments) and repeat the poem as you keep the beat.

2.) Clap or tap out the rhythm pattern (each syllable of each word is tapped or clapped.)

3.) Put a steady beat in your feet (marching). Play the rhythm pattern with hands and say the poem all at the same time.

SAMPLE:

1 1 1 1
Char lie over the water
1 1 1
Char lie over the sea
1 1 1 1
Char lie caught a big fish
1 1 1
But he can't catch me.

1 = Beats

_ = Rhythm Pattern

Vocabulary: steady, beat, rhythm pattern

Box #14

P:II:E:2

Materials: tone block, jingle clog, cloves, rhythm sticks

Objective: To differentiate and reproduce rhythm patterns.

Activity: Play a rhythm pattern and have your child repeat it using the same instrument.

POSSIBLE PATTERNS:

Vocabulary: sand blocks

Box #14

P:II:F:1

Materials: "Everyday Objects" cards from Picture Card Games

Objective: To choose a picture that matches an auditory cue.

Activity:

1.) Place several pictures face up on the table. Have your child name the cards.

2.) Give him/her a cue such as "I'm thinking of something that you use to cut trees down", and ask him/her to find and name the correct card.

OSA: L:I

Box #19

P:II:F2

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Materials: Pictures of: bee, hen, cow, sheep, pig, donkey, turkey, goat, duck, chick, peacock, lamb, goose, horse, rooster.

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Objective: Given an auditory description, to identify farm animals.

Activities: Make up riddles about the animals, and ask your child to find the asked for animal. You may want to use the following riddles:

1. I make honey for you to eat. Who am I?
2. I lay eggs for your breakfast. Who am I?
3. I eat green grass and give milk for you. ...
4. My mother is a cow. I like to eat grass. ...
5. My coat is whooly and white. ...
6. I have a curly tail and floppy ears. ...
7. I have feathers and say "gobble, gobble". ...
8. I have horns and a beard on my chin. ...
9. I have tail feathers that spread out like a fan. ...
10. I have feathers and I can swim. ...
11. I can gallop very fast. I am a ...
12. I crow very loudly early in the morning. ...

Box #22

P:II:F3

Materials: Pictures: horse, camel, elephant, jeep, helicopter, jet plane, bicycle, bus, motorcycle, train.

Objective: To name and describe pictured objects.

Activities:

1. Name the pictures with your child.
2. Have your child describe each picture by asking him/her the following questions:

   Which is the fastest, clumsiest, slowest, etc. ?
   Which is the largest, smallest, etc. ?
   Which ones are animals?
   Which travel in the sky?
   Which can carry the most people?
   Which have noses?
   Which have engines?

Box #22

P:II:G:1

Materials: Objects that Rhyme, set

Objective: To match pictures of rhyming objects.

Activity: Spread the objects out on the table. Ask your child to name them. Have him/her match all those objects whose names "sound the same" ("rhyme"). Mix them up and choose 2 at random; ask your child if the names rhyme.

Vocabulary: rhyme, sound alike

Box #20

P:II:H:3

Materials: Match the Sound puzzles

Objective: To choose another picture beginning with the same sound and to select the letter card representing the beginning sound.

Activity:

1.) Ask each child to take one puzzle board and one set of insert picture cards and letter cards.

2.) Ask your child to name the two printed illustrations in each row, find another insert picture card that begins with the same sound, and the insert letter card that makes the given sound and place it in the tray.

OSA: L:I

Box #21

P:III:A:1

Materials: Puzzles: wooden or crepe

Objective: To form a picture using puzzle pieces.

Activity: Have your child put the puzzle together.

OSA: P:IV:F

School Supplied

P:III:B:1

Materials: Fit-a-Space

Objective: To identify shapes.

Activity:
1.) Have your child fit small shapes into disks while identifying the shapes as he/she fits the pieces into the disk.

2.) Have your child complete the puzzles using the same colored shapes as the disk itself.

OSA: P:IV:F

Box #28

P:III:B:2

Materials: Perception Puzzles

Objective: To fit shapes into their matching spaces

Activity:
1.) Ask your child to fit the shapes into their matching spaces.

2.) Have him/her describe the differences between each piece.

Vocabulary: bigger, smaller, thinner, etc.

OSA: P:IV:F, C:I:B, C:II:B

Box #29

P:III:B:4

Materials: Spin-a-shape

Objective: To match like shapes.

Activity: Take turns with your child spinning the dial on the card. Identify the shape that the arrow lands on. Find that shape in the cookie jar and place it on the large card.

Box #33

P:III:B:6

Materials: Hidden Shape pictures of a ○ scene, □ scene, ▭ scene, △ scene, cutouts of a circle, square, rectangle, and triangle

Objective: To locate a given shape hidden in a picture.

Activity: Hold up a ○, △, ▭ or a □; ask your child to look at a large Hidden Shape picture and find all the shapes in it that are of the same shape as the one you are holding. Have him/her find more shapes in the room like it.

Box #34

P:III:C:1

Materials: Decreasing Inset Puzzles

Objective: To put the puzzle pieces in order in going from biggest to smallest or smallest to biggest.

Activity:

1.) Ask your child to fit pieces into the puzzle board while going from large to small.

2.) Mix up the pieces and have him/her arrange them on a table while increasing the size: Smallest to Largest, or Littlest to Biggest.

3.) Choose one piece and ask your child to find one larger than or smaller than the one you choose.

Vocabulary: biggest, smallest, decrease, increase, bigger than, smaller than

OSA: C:I:B, P:IV:F, C:II:B

Box #88

P:III:D:1

Materials: projector, screen or wall, shadow screen, various objects (cup, candy cane, comb, hammer, etc.) for mystery bag

Objective: To experience light and shadow in relation to the body

Activities:

1.) Ask your child to move freely in front of light (what happens on wall screen?)

2.) Make the shadow large and small, move up and down, etc.

3.) Hold objects up to make shadows.

4.) Have child close eyes and <u>you</u> choose an object; have him/her guess what the shadow is when he/she observes its shadow on the screen.

<u>Mystery Game</u>

Vocabulary: light, dark, shadow

School Supplied

P:III:D:2a

Materials: "What's Missing" Lotto

Objective: To find the missing part.

Activity:
1.) Spread out and identify the small pictures.
2.) Ask your child to look at the large card to find the missing part.
3.) Then have him/her find that missing picture among the small cards and place it below the large card.

OSA: C:II:A

Box #30

P:III:D:2b

Materials: Mix 'n Match Puzzles

Objective: To find the missing part.

Activity:
1.) Ask your child to look at the more complicated picture to find the missing part.
2.) Have him/her find the missing piece, put the puzzle together and tell you about it.

OSA: C:II:A

Box #38

P:III:E:1

Materials: "Lolly Pops" of all colors

Objective: To name the color of an object.

Activity: Spread the Lolly Pops out on the floor. Have your child name each color. Blindfold your child, hide one Lolly Pop; have your child tell you which is missing (start with 3-4 colors - red, yellow, blue, black - expand as your child is ready - green, brown, orange.)

Box #31

OSA: C:II:B

P:III:E:2

Materials: a vial of red, blue, yellow food coloring, water

Objective: To make and identify colors.

Activity: Ask your child to put a drop of food coloring into a glass of water and name its color. Start with the basic colors alone, then you may like to mix the colors:

yellow plus blue = green
red plus yellow = orange
blue plus red = purple

(food coloring stains, so old shirts are provided for you to wear.)

Box #32

OSA: L:II

P:III:E:4

Materials: DLM Colored Inch Cubes

Objective: To exercise small muscles of fingers, match like colors, build and organize designs, copy design cards, and exercise memory.

Activity:

1.) Ask your child to do the following tasks: sort the blocks according to colors as he/she names the colors.

2.) Build a design of his/her own.

3.) Copy the design cards: (a) place cubes on top of card. (b) make the design beside the card. (c) build the design while the card is in a vertical position, (d) build a design from memory - show the card to your child, then hide it.

4.) Copy the sequence of blocks that your arrange for your child.

Vocabulary: red, blue, yellow, green, orange, purple

Box #49

P:III:F:1

Materials: Nifty Math Bingo

Objective: To identify shapes and numerals

Activity: Play a regular game of Bingo. Cover the spaces as they are called off; first person with a solid row down, across, diagonally, or 4 corners covered is the winner.

Vocabulary: circle, square, triangle, corners, down, across, diagonally, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Box #35

OSA: A:II:H

P:III:G:1

Materials: (Playskool) Parquetry Blocks

Objective: To reproduce and create block designs.

Activity:

1.) Place the design sheet on the table, ask your child to put blocks on top of the sheet.

2.) Hold design sheet up and have your child reproduce one like it on the table.

3.) Allow your child to make his/her own designs.

Box #36

P:III:G:2

Materials: Pegs, peg boards, pattern cards

Objective: To put pegs in order following verbal and written directions.

Activity:

1.) Have your child practice placing pegs in the board.

2.) You place a design on the pegboard using pegs and ask your child to copy it.

3.) Place a design such as a circle, rectangle, square on the peg board with the pegs; ask your child to make another circle... rectangle.. inside--outside the one you made.

4.) Have your child copy the designs shown on a pattern card. Begin with the easier patterns, gradually making the task more difficult as your child becomes proficient at the task.

Box #48

P:III:G:3

Materials: color cubes and design sheet

Objective: To recreate a pattern as seen on a design sheet.

Activity:

1.) Have your child select a design he would like to copy.

2.) Show your child the cubes pointing out all the sides are different.

3.) Have your child work with the cubes to make the design he has choosen.

4.) Have your child create his/her own design.

Box #49

OSA: P:V:A

P:III:G:4

Materials: Parquetry Blocks

Objective: To copy the placement of rubber blocks.

Activities:

1.) Allow your child to play freely with the parquetry blocks.

2.) Ask your child to watch as you place 2 of the blocks in left-right order on the table. Cover the objects. Ask your child to make a design just like yours. Continue with this procedure - building up to 4, possibly 5 pieces to your design.

Box #36

OSA: P:IV:G

P:III:H:1b

Materials: "Alikes" cards from Picture Card Game (Milton Bradley)

Objective: To match identical pictured objects.

Activity:

1.) Make 21 pairs of Alikes cards. Using 7 pairs at a time, place one of each of the pairs face up on a table, with the rest face down.

2.) Have your child draw a card from the face down pile and match the picture with a face up card.

Vocabulary: pair, match, alike, same, different

OSA: C:II:A

Box: 37

P:III:H:1c

Materials: Pick-Pairs

Objective: To match identical pictured objects.

Activity: Ask your child to match all the cards.

Box #39

OSA: C:II:A

P:III:H:1d

Materials: Pick-Pairs, plastic tray

Objective: To match identical Pictured objects

Activity:

1.) Present a set of six different cards in the plastic tray.

2.) Ask your child to select pictures from the remaining cards to duplicate the row.

Box #39

P:III:H:1e

Materials: Picture dominoes from Picture Card Games

Objective: To match identical pictured objects.

Activity:

1.) Place one double from the set in the center of the table. Deal 5 cards to each player.

2.) Play dominoes. If you don't have a matching card, select another dominoe. Take turns matching your cards to the ones on the table.

3.) The player who places all his/her dominoes first is the winner.

Vocabulary: match

Box #40

OSA: C:I:G

P:III:H:1f

Materials: Pick-Pairs, 4 players

Objective: To match identical pictured objects.

Activity:

1.) Select all the cards of 4 categories, plus 1 extra card; shuffle and deal the cards to the players. Play "Rotten Apple".

2.) Each player lays down his/her matched cards.

3.) Take turns drawing from each other, laying down matched pictures as drawn. Person left with extra card is the "Rotten Apple".

Box #39

P:III:H:1g

Materials: Animal Lotto, Go-Together Lotto, ABC Lotto

Objective: To match pictures

Activity:

1.) Have your child sort through the small cards while identifying and naming the pictures.

2.) Ask him/her to match the small cards to the large cards.

3.) Have your child tell you how all the pictures on a card are alike.

Box #43

OSA: L:II, C:I:G, C:II:A

P:III:H:2a

Materials: number dominoes

Objective: To match numbers as they appear on dominoe blocks

Activity:

1.) Show your child the number dominoes, and ask him/her to match the numbers.

2.) Deal out the blocks face down. Turn one block up in the center of the table. Take turns flipping up a block and match to one in the center.

Vocabulary: Match, 1-10

Box #41

OSA: A:II:C

P:III:H:2b

Materials: Jumbo Color Dominoes

Objective: To identify and match number patterns and colors.

Activity:

1.) Sort through the blocks with your child identifying colors and number patterns.

2.) Deal the blocks to yourself and your child. Put one face-up in the center. Take turns matching blocks and creating patterns.

Vocabulary: match, set, number, pattern, colors

Box #42

P:III:H:3a

Materials: ABC Letter Game

Objective: To match the "shape" of the letter with the right card.

Activity:
1.) Ask your child to match the "shape" of the letter with the right cards.

2.) Ask him/her to pronounce the name of the pictured objects.

Box #45

OSA: A:I:A

P:III:H:3b

Materials: Alpha Cards

Objective: To match negative and positive forms of letters.

Activity: Ask your child to match the letter with its partner, and fit it into the space.

Box #47

P:III:H:4a

Materials: Fit-a-Clock

Objective: To match negative and positive forms of numerals

Activity: Ask your child to place the numerals into their positions around the clock.

Box #46

P:III:I:1

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Materials: DLM Colored Cubes and Pattern Cards

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Objective: To match, sequence, and remember color patterns.

Activity:

1.) Have your child match and group "like" colors, naming as he/she sorts them.

2.) Make a pattern and have your child make one just like it (start with a simple 2-3 cube pattern and increase the number as he/she is ready.)

3.) Follow the pattern cards in placement of cubes (first set cubes on card, then beside the card, and lastly hold the card up and build the pattern vertically.)

4.) Flash a pattern card or make a pattern and then hide it; have your child build the pattern from memory.

OSA: P:IV:G, C:II:B

Box #49

P:III:1:2

Materials: beads, laces & pattern cards (Ideal-Building Bead Patterns)

Objective: To sequence concrete objects: e.g., beads

Activities:

1.) Ask your child to string beads.

2.) Have him/her sort the beads into "like" piles.

3.) Make a repeated pattern (moving from left to right) and ask your child to tell you what would come next. Begin with a simple pattern, gradually add more beads to make the pattern more difficult.

4.) Have your child copy the pattern cards.

5.) Make a pattern on your string, then hide it and have your child make one just like it. (Start with a few beads and then increase.)

e.g. a.

b.

c.

OSA: P:IV:D, P:III:G, A:I, A:II:A

Box #50

P:III:I:3

Materials: DLM Sequence Pictures

Objective: To sequence a series of actions pictured on cards.

Activity: Let your child look at all the cards, and group them in any sequential order. Then have him/her tell you a story that will coincide with the pictures. Mix up the cards and have him/her find the picture that shows what happened first, next and last.

Box #51

OSA: C:II:A

P:III:I:4

Materials: 3 Scene Sequence Posters

Objective: To put a series of pictures in order.

Activity: Ask your child to arrange the 3 cards so that they tell a story. If he seems to be unable to put the cards in the proper order, point out clues in the pictures.

Box #52

P:III:J:1

Materials: "Everyday Objects" cards from Picture Card Games

Objective: To remember a previously seen pictured object.

Activities:
1.) Place five pictures in a horizontal row. Ask your child to name each picture.

2.) Take away one picture while your child has his/her eyes closed, and then ask him/her to open his/her eyes and tell you what picture has been removed.

3.) Mix the cards, and ask your child to rearrange the cards in the original order.

Box #19

OSA: C:I:A

P:III:J:2

Materials: Pick-Pairs

Objective: To remember previously seen pictured objects.

Activity: Spread cards, face down, on table. Ask your child to choose two cards. If they match, he/she keeps them and chooses again; if not, he/she replaces them face down. The next partner takes a turn. Play until all the cards have been chosen.

Box #39

OSA: C:I:A

P:III:J3

Materials: Visual Memory Cards III, crayons, paper.

Objective: To reproduce a symbol.

Activity: Show a design card to your child and ask him/her to copy it using a crayon and a piece of paper.

Box #55

P:III:J4

Materials: Visual Memory Cards II

Objective: To match identical pictures.

Activities:

1.) Spread out the single pictured objects cards.

2.) Show your child one of the large cards. Ask him/her to match the pictures using the single pictured objects cards. Go from left to right.

Box #54

P:III:J5

Materials: Visual Memory Cards I

Objective: To match identical symbols.

Activities: 1.) Spread out the strips of colored construction paper.

2.) Show your child one of the large cards. Ask him/her to match the symbols using the strips of construction paper. Go from left to right.

Box #53

P:III:J:6

Materials: Visual Memory Cards III, crayons, newsprint

Objective: To reproduce a symbol from memory.

Activity: Briefly expose a card. Ask your child to draw what he/she has observed on his/her paper.

Box #56

P:IV:A:1

Materials: Jungle Gym, Monkey Bars, (any climbing apparatus)

Objective: To preceive space and directionality.

Activities:

1.) Have your child climb up (outside, inside) the apparatus.
2.) Have your child climb down (outside, inside) the apparatus.
3.) Have your child climb around the apparatus.
4.) Have your child slide down a pole.
5.) Have your child hang from his/her hands (thumbs inside).
6.) Have your child hang from his/her knees.

School Supplied

P:IV:A2

Materials: a window with sunlight coming through it

Objective: To perceive space and directionality.

Activity: You will need to stand near the window. Ask your child to step on your shadow as you move around the room.

Vocabulary: shadow

Box #60

P:IV:B:1

Materials: Bean bags

Objective: To develop laterality and balance.

Activities: Ask your child to walk around the edge of the rug:

1.) while balancing a bean bag on his/her head; carrying 2 bean bags on hands extended; carrying a book in front of him/her.
2.) toe to heel, heel to toe.
3.) crossing right leg over left; left over right.
4.) tiptoeing.
5.) bent over.
6.) backwards.

School Supplied

P:IV:C1

Materials: None

Objective: To integrate large body movements.

Activities: Ask your child to do the following:

1.) place big toes together and walk.
2.) place heels together and walk.
3.) walk, imitating "slow motion".
4.) move, imitating an animal: bear, monkey, elephant, seal, kangaroo, snake, giraffe, goose, turkey, gazelle, ostrich, rabbit.

Box #58

P:IV:D1

Materials: Clay, playdough, objects (thimble, fork, fingers, caps, covers, coins, shells, etc.)

Objective: To strengthen small hand muscles.

Activities:

1.) Ask your child what happens to clay if he/she pushes it...squeezes it...twists it...shapes it?

2.) Make shapes with the clay - balls (big, little, littler) snakes, buildings, dishes, etc.

3.) Make impressions in the clay. Use various objects and note the texture imprints left in the clay.

Box #63

P:IV:D2

Materials: Playskool - Dapper Dan and Dressy Bessy

Objective: To strengthen fine motor muscles

Activity: Have your child unlace, unbuckle, untie, unzip, unbutton and unsnap all the clothing. Then ask your child to help the doll get dressed for play.

Box #64

P:IV:D6

Materials: Tinker Toys

Objective: To develop hand muscles.

Activity: Allow your child to manipulate the pieces freely. You or he/she may suggest something that you both would like to build together. (Talk to your child while the activity is going on: which piece is the biggest, smallest, heaviest, red, blue, green, black, etc.).

Box #69

OSA: L:II

P:IV:F1

Materials: 2 flashlights

Objective: To move one's eye and hand in an integrated way.

Activity: Shine your flashlight on the wall, and have your child catch the light with his own flashlight. Move your light and have your child follow it. Move in a circle at first, then in horizontal, vertical and oblique directions. Stop each time your light is caught.

Box #59

OSA: P:III:D

P:IV:F2

Materials: (homemade) construction paper fish, of all colors, with a paper clip attached to mouths; bamboo pole with a magnet attached to the line; a duplicate set of fish on the board; bucket

Objective: To coordinate eye and hand fine motor muscles in an eye and hand task.

Activities:
1.) Ask your child to catch a fish from the "pool" on the floor and match it with the same color fish on the board, then put the fish in the pail and repeat until all are caught.
2.) If your child knows the colors, have him/her name the color of the fish as he/she catches them.

Vocabulary: colors

Box #61

OSA: P:III:E

P:IV:F3

Materials: Blocks: heavy wood, ABC, different shaped, cardboard, etc.

Activity: Ask your child to build a construction using the blocks. Allow him/her to explore all the possibilities he/she can with the blocks.

School Supplied

OSA: S,S:IV

P:IV:F4

Materials: carpenter bench, wood, nails, hammers, tree stumps

Objective: To develop eye-hand coordination.

Activities: Pound nails into a stump; or make a "creation" using the wood scraps.

School Supplied

P:IV:F5

Materials: punching bag

Objective: To develop coordination, quicken reflexes, and show various emotions in punching the punching bag.

Activities: Ask your child to:

1.) punch the bag switching off hands to develop coordination and quicken reflexes.
2.) use various hitting patterns: 2 rights - 2 lefts, 3 & 3, etc.
3.) hit the bag showing: anger, gentleness, madness, kindness, frustration, love.

School Supplied

P:IV:F6

Materials: Ring Toss Game

Objective: To strengthen eye-hand coordination

Activity: Take turns with your child tossing the rings onto the stake. Talley each successful attempt.

Box #62

P:IV:F7

Materials: Lacing shoe

Objective: To develop hand-eye coordination and muscular control.

Activities:

1.) Slowly unlace the shoe. Relace the shoe, using exaggerated motions so that your child can see how the laces cross each other and go through consecutive holes.

2.) Ask your child to unlace the shoe, and lace it up again.

3.) Have your child tie the laces.

Box #66

P:IV:F8

Materials: Sewing cards and yarn strands, lacing boards and laces.

Objective: To "sew" cards

Activity: Ask your child to select a card and yarn strand and sew the picture card. As your child becomes more adept vary the threading techniques:

a.) Start on bottom and use an up and down stitch as you move around the picture.

b.) Go back to previous hole with each stitch to make a solid line of yarn on both sides.

Box #65

P:IV:F9

Materials: construction paper, paper punch, scissors, yarn, crayons, pattern, kleenex.

Objective: To develop hand-eye coordination and muscular control.

Activity: Ask your child to:

a.) double the construction paper, b.) trace around the pattern, c.) cut on lines, d.) punch holes around the cut-out, e.) lace it together with yarn, f.) stuff a kleenex inside to create an additional dimension.

Box #67

P:IV:F_{10}

Materials: Lincoln Logs

Objective: To create buildings

Activity: Ask your child to build a building.

OSA: P:III:A, P:V:A

Box #70

P:IV:G1

Materials: Dot-to-Dot sheet, pencil/crayon

Objective: To develop small muscle control.

Activity: Ask your child to follow the dots with a finger, then a crayon or pencil. You may have to show your child how to hold a pencil or crayon between his thumb and the first and second finger of his/her dominant hand.

Box #68

P:V:A1

Materials: Playskool Landscape Peg Set

Objective: To place & identify the position of objects in relation to other objects.

Activities: 1.) Ask your child to place the objects on the board according to your directions: use words, in front of, behind, to the left, to the right, along side of, below, etc.

2.) Have your child tell you where to place the objects.

Vocabulary: in front of, behind, left, right, along side of, below, above.

OSA: L:I, L:II

Box #71

P:V:A3

Materials: Flannel Board Kit

Objective: To show spatial relationship concept using flannel board materials.

Activities: 1.) Place a flannel object in the middle of your flannel board.

2.) Ask your child to place one of the other objects over, under, to the left, to the right, beside, above, on, in front of, in back of, behind, upon.

Example: Put the rabbit in the center, the apple under the rabbit, a square on the rabbit... etc.

Vocabulary: over, under, left, beside, above, on, behind, upon, in front of, in back of

OSA: L:I, L:II

Box #72

P:VI:A1

Materials: Book: How Does It Feel

Objective: To differentiate textures by feeling

Activity: Read the book to your child; have him/her explore the textures. Ask your child to tell you how it feels without telling you what he feels. (e.g., It feels: hard, rough, etc.)

OSA: L:II

Box # 78

P:VI:A2

Materials: (Homemade) - Touch Cards (2 sets of cards with sandpaper, foil, seeds, popcorn, cotton, noodles etc., on)

Objective: To identify and match objects by touching and feeling.

Activity: Blindfold your child, then spread the cards out in front of him/her. Hand a card to him/her and have him/her find one that feels the same. Have your child identify what he/she's feeling.

Box #78

OSA: L:II

P:VI:A3

Materials: (Homemade) Feely box (objects enclosed: sponge, shell, feathers, sandpaper, cotton, penny, yarn, wood, tin foil, etc.)

Objective: To identify an object by its "feel".

Activity: Ask your child to feel an object inside the box and describe its feel (<u>without looking</u>) then have him identify what he thinks it is. Ask questions about the way it feels and see if his description can help <u>you</u> guess what it is.

Vocabulary: soft, hard, fuzzy, ...etc.

Box #79

P:VI:A4

Materials: Feel a Match Textures

Objective: To differentiate and match various textures through the sense of touch, and to develop a descriptive vocabulary.

Activity: Blindfold your child. Spread the disks out in front of him/her. Have him/her describe the textures using his own language (even using make-believe words.) Match up all like disks. Guess what the texture is.

Box #78

P:VI:C1

Materials: Mix 'n Match Puzzles - Before and After

Objective: To sequence "pictured" actions.

Activity: Ask your child to sequence the pictures. Talk about concepts: "before" and "after".

Box #80

P:VI:C2a

Materials: Fit-a-Clock

Objective: To tell time by hours.

Activities:

1.) Place the minute hand on the 12 (leave it there throughout the activity). Place the hour hand on the 1. Tell your child that "It is 1 o'clock". Move the hour hand to the 2, 3, 4, etc. - naming the time with your child.

2.) Ask him/her to show you the hour according to your given directions. e.g., "Show my 4 o' clock."

Box #46

P:VI:C2b

Materials: Fit-a-Clock

Objective: To tell time by half-hours.

Activities:

1.) Place the minute hand on the 6 (leave it there throughout the activity.) Put the hour hand between two numerals, e.g., between 1 and 2. Tell your child that "It is half past 1 or "It is 1:30". Move the hour hand between 2-3, 3-4, etc. - naming the time with your child.

2.) Ask him/her to show you the half-hour according to your given directions. e.g., "Show me 4:30".

Box #46

L:II:A

Materials: 12 Scene Sequence Cards

Objective: To sequence story events

Activities: 1.) Have your child pick out one set of the story cards.

2.) Ask him/her to tell you about his/her sequence.

Box #86

OSA: P:II:B, P:III:D

C:I:A1

Materials: Junk box - materials needed: piece of aluminum foil, pencil, paper clip, spool, sponge, bottle cap, eraser, unshelled nut, bobby pin, rubber band, emery board, spoon, button, piece of soap, hair clip, clothes pin, small comb, wad of cotton, pebble, belt buckle, bead, toothbrush, safety pin.

Objective: To classify material objects.

Activity: Spread the objects out on the table and talk to your child about them. Encourage him/her to classify them in new ways in addition to the familiar ones of color, shape and size. Start with only one characteristic of the objects (e.g., all pink things.)

Vocabulary: Names for objects

Box #87

C:I:A2

Materials: horseshoe magnet, nail, wooden block, plastic cup, rock, safety pin, paper clip, nut & bolt, sandpaper, piece of cloth, wooden spool.

Objective: To classify objects that can be picked up by a magnet from those that cannot.

Activities:

1.) Ask your child to sort the objects into two piles; those he/she thinks can be picked up by a magnet and those that cannot be picked up by a magnet.

2.) Have your child test his/her experiment.

Box # 90

C:I:B1

Materials: Fit-a-Size

Objective: To arrange blocks according to size and shape

Activities:

1.) Ask your child to put the rubber pieces in order according to size going from largest to smallest, or from smallest to largest, on the table.

2.) Pick one piece and ask your child to find one "bigger than", "medium size", "last", etc.

3.) Ask your child to insert the rubber blocks in the pannel.

Vocabulary: largest, smallest, medium size, first, last, middle, next, after, before

C:I:B2

Materials: Book: Little, Big, Bigger

Objective: To differentiate size relationships through visual comparison.

Activity: Read book. Make a book of your own reversing the order: Little, Littler, Littlest.

Vocabulary: little, big, bigger, smallest, smaller, small

OSA: A:II

Box #88

C:L:B3

Materials: (Homemade) Flannel Board, 2 sets of flannel objects of different sizes (mittens, stockings, shapes, etc.)

Objective: To classify objects.

Activities:
1.) Ask your child to line up one set according to size, going from smallest to biggest or biggest to smallest.
2.) Repeat using the other set.
3.) Match up the 2 sets - one-to-one correspondence color/size.

OSA: C:II:B, A:II:B

Box #88

C:I:C1

Materials: Ascobloc Geometric Blocks.

Objective: To identify shapes.

Activities:

1.) Ask your child to find all the circles, then the triangles, ... the rectangles ... the squares.

2.) Have your child sequence the blocks according to your directions; e.g.

Vocabulary: circles, squares, triangles, rectangle, sequence, big, bigger, biggest, small, smaller, smallest

OSA: A:II:A

Box #91

C:I:D1

Materials: Same and Different Cards (DLM)

Objective: To sort cards into 2 piles; Like, different

Activity: Ask your child to put all the cards that have two identical pictures on in one pile and all the cards that have the different pictures on in another pile. Then ask your child to look closely at each set of pictures and tell you HOW they are not the same.

Box #89

C:I:D2

Materials: Same and Different Size Cards

Objective: To classify pictured objects into "same" and "different" piles.

Activity: Ask your child to sort the cards into "same" and "different" piles.

Box #89

C:I:E1a

Materials: "Family" card from Picture Card Games

Objective: To name pictured objects, classify them with a family member, and identify the family member related to the pictured object.

Activity: Place the 5 silhouettes of family members in a horizontal row on a table. Place the remaining cards in a draw pile. Ask your child to draw a card, name the object and place it with the related family member.

Box #92

OSA: L:II

C:I:E1b

Materials: "Food" cards from Picture Card Games.

Objective: To sort food cards into "foods of the same group".

Activities: 1.) Ask your child to sort the food cards into 4 piles - desserts, meats, vegetables and fruits.

2.) Have him/her name the foods in each group.

Vocabulary: dessert, meats, vegetables, fruit..., etc.

Box #93

OSA: L:I, L:II

C:I:E1c

Materials: "Home" cards from Picture Card Games.

Objective: To name pictured objects, classify them with a room picture, and identify the room in which the pictured object goes.

Activity: Place the 5 silhouettes of rooms (child's bedroom, adults' bedroom, bathroom, living room, and kitchens) in a horizontal row on a table. Place the remaining cards in a draw pile. Ask your child to draw a card, name the object, place it in the correct "room" pile, and identify the room.

Box #94

OSA: L:II

C:I:E2a

Materials: Pick-Pairs (one card from each pair)

Objective: To classify pictured objects into categories.

Activities:

1.) Place one picture from each of the 9 categories (design, animal, insect, children, toys, fruits, shapes, flowers, birds) face up.

2.) Place all remaining cards face down on the table. Ask your child to select a card, identify the object and place it in the appropriate pile.

OSA: L:I

Box #39

C:I:E2b

Materials: Classification Game

Objective: To dramatize.

Activities:

1.) Set up the classification game. Ask your child to sort out the pieces.

2.) Ask your child to assume various roles such as: storekeeper, customer, delivery boy... and role play activities that go on in the various stores.

Box #98

C:I:E2c

Materials: One store interior plus items from the Classification Game.

Objective: To see relationships.

Activities:

1.) Ask your child to group the items of any store into more specific categories.

2.) Have your child cut out pictures of clothing, foods, pets and toys and classify them with the appropriate store.

Box #98

C:I:F1

Materials: "Things Together" cards from Picture Card Games.

Objective: To pair "go-together" pictured objects.

Activity: Divide the "Things Together" cards in 2 sets of 21 cards Place one set in a pile. Scatter the rest around face up on the table. Ask your child to draw one card from the pile, find its "go-together" and name the pictures.

Box #95

OSA: C:II:A

C:I:F2

Materials: "That Goes Together" Lotto.

Objective: To classify objects that go together.

Activity: Ask your child to match each of the small pictures to its place on the card.

Box #96

OSA: L:II

C:I:F3

Materials: Classification Game.

Objective: To classify "go-togethers".

Activities:
1.) Set up the four store interiors: clothing, food pet and toy store.

2.) Ask your child to classify the picture cards with the appropriate store.

Box #98

C:I:G1

Materials: Animal Lotto

Objective: To match identical pictures

Activity: Ask your child to match a picture of an animal on a small card with the identical picture of the same animal on the larger card.

Box #43

C:I:G2

Materials: Opposite objects from Picture Card Games, paper sack

Objective: To match pictured objects that illustrate the concept "opposite".

Activities:

1.) Place one half of the opposite objects in a paper sack, and the rest face up on the table.

2.) Ask your child to select a card from the sack, find its opposite that form a pair.

Vocabulary: opposite

Box #97

C:II:A3

Materials: Association Picture Cards II.

Objective: To categorize objects that have common characteristics.

Activities:

1.) Present one set of cards to your child, discuss experiences with him/her which will help him/her relate the pictures to his/her own experience.

2.) Give the complete set of cards to your child and ask him/her to categorize them in appropriate piles: hats, boats, dogs, cars, trucks, birds.

Box #99

C:II:A4

Materials: Association Picture Cards III

Objective: To identify a pictured object that "does not belong".

Activities:

1.) Present one of the picture cards to your child. Suggest that some of the things are on the card are alike, but one of them does not belong with the others.

2.) Ask your child to find the one that does not belong.

3.) Then have him/her tell you why it doesn't belong and why the others do belong together.

Box #99

C:III:A1

Materials: water table or dishpan, small & large containers, objects, towel

Objective: To predict weight and estimate quantities.

Activities:

1.) Allow your child to play in the water.

2.) As your child puts the objects into the water, have him/her predict whether they will sink or float.

3.) When he/she begins pouring water from one container to another, ask him/her to estimate how many small containers it will take to fill the large one and then how many small ones can be filled by the larger one.

Vocabulary: sink, float, heavier, lighter, sank, predict, estimate, small, large more, less, least.

OSA: A:II:D

Box #102

C:III:B1

Materials: Homemade - Equal Arm Balance, Bag of Junk of various weights (nails, beans, buttons, noodles).

Objective: To balance objects

Activity: Introduce the balance to your child by seeing the balance "in balance" (nothing in either dish). Have your child guess what will happen if objects are put into the dishes. Have him/her experiment with various objects from the bag, and combine various types of things. Have him/her talk about what he/she is doing, BUT don't tell him/her what he/she should be doing (self discover.)

Vocabulary: heavier, lighter, equal, balanced

Box #103

OSA: A:III:F

A:I:A1

Materials: Beaded Alphabet Cards

Objective: To touch and name the letters of the alphabet.

Activity: Ask your child to trace the letter with his/her finger while naming the letter.

Vocabulary: names of the letters (a, b, c, ... z)

Box #109

A:I:A2

Materials: ABC Letter Game

Objective: To listen to the beginning sound as the name of a pictured object is pronounced.

Activity: As your child fits in the correct letter into each card, ask him/her to listen to the sound the letter makes as he/she pronounces each word.

Box #45

A:I:B1

****

Materials: Flannel Board, "beginning sounds" picture set (Homemade)

****

Objective: To match picture objects that begin with the same sound.

Activity: Place one picture on the flannel board and ask your child to pronounce its name and find 2 other pictures that begin with the same sound.

bear	corn	dart	fish	garage
balloon	carriage	donut	fan	gate
basket	catepiller	diving board	feather	goose
hammer	jug	kangaroo	lantern	mouse
horseshoe	jelly-roll	kettle	lobster	megaphone
harmonica	judge	ketchup	lasso	monkey
nose	parrot	queen	rocket	sailboat
newspaper	parachute	quilt	radio	sandal
nurse	pineapple	question mark	rhinoceros	seesaw
television	venetian blind	walkie-talkie	exercise	yawn zebra
typewriter	violin	windmill	exit	yo-yo zipper
toaster	vacuum cleaner	wagon	X	yarn zero

Box #110

A:II:A1

Materials: Counting Picture Cards.

Objective: To name the number of objects in a set.

Activity: Have your child count the number of objects on each card... gradually helping him/her to look at a number pattern and recognize it without having to count the objects.

Box #125

A:II:B1a

Materials: Individual Flannel Board Kit

Objective: To identify sets

Activity: Direct your child to use the flannel board objects to form sets of rabbits, ducks, jack-o-lanterns, apples, oranges, boxes, on the board.

Vocabulary: set

Box #72

A:II:B1b1

Materials: Individual Flannel Board Kit

Objective: To match two sets one-to-one.

Activities:

1.) Place a set of 3 apples on the flannel board. Ask your child to put a set of oranges on the board that matches one-to-one with the set of apples.

2.) Continue directing your child to match given sets that you place on the board.

Vocabulary: math, set, one-to-one

Box #72

A:II:B1b2

Materials: Number dominoes

Objective: To match items on a one-to-one basis.

Activities:

1.) Ask your child to match the numbers.

2.) Deal the dominoes face down to yourself and your child. Place one block face-up in the middle of the table. Take turns with your child, turning up a block from your piles and match it with those in the center.

OSA: C:I:B, P:III:H

Box #122

A:II:B1c1

****
Materials: Individual Flannel Board Kit
****

Objective: To make sets that are "more than", and show this relationship using the "greater than" sign, labeling the sets with the numerals.

Activities:

1.) Direct your child to make sets that are "greater than" the sets that you make on the flannel board. e.g.: place 2 jack-o-lanterns on the board, ask your child to put a set of ducks on the board that has more members than the set of jack-o-lanterns.

2.) Have him/her place the "greater than" sign between the two sets and read the number sentence.

e.g.

(four is greater than two)

3.) Ask him/her to label each set and read the number sentence.

****
Vocabulary: "More than", greater than, set
****

OSA: L:II

Box #72

A:II:B1c2

Materials: Stepping Stones - Number Patterns

Objective: To find "one more".

Activities:
1.) Place the Stepping Stones in random order on the floor.

2.) Ask your child to step on the stone that is "one more" than a given number.

Box #124

A:II:B1d1

Materials: Individual Flannel Board Kit

Objective: To make sets that are "fewer than", and show this relationship using the "less than" sign, labeling the sets with the numerals.

Activities:

1.) Direct your child to make sets that are "less than" the sets that you make on the flannel board.

e.g.: place 3 rabbits on the board. Ask your child to put a set of oranges that have fewer numbers than the set of rabbits.

2.) Have him/her place the "less than" sign between the two sets, and "read" the number sentence.

e.g.:

(two is less than three)

3.) Ask him/her to label each set, and read the number sentence.

Vocabulary: "less than", "fewer than"

Box #72

OSA: L:II

A:II:B1d2

Materials: Stepping Stones - Number Patterns

Objective: To find "one less".

Activities: 1.) Place the Stepping Stones in random order on the floor.

2.) Ask your child to step on the stone that is "one less" than a given number.

Box #124

A:II:B1e1

Materials: Fit-a-Group, or Number Fitting Board.

Objective: To recognize numbers and sets and their serial arrangement.

Activities: 1.) Have your child find the square with one hole, and have him/her fit it on the proper peg (it is self-correcting, so let them try anyplace on the board.) Repeat with each set.

2.) Place the numerals in their digits and compare set numbers to the numerals.

Vocabulary: number names

Box #121

A:II:B1e2

Materials: Counting Picture Cards.

Objective: To arrange pictured objects in a numerical series.

Activity: Ask your child to lay each set of cards in numerical order.

Box #125

A:II:B2a

Materials: Counting Picture Cards.

Objective: To match equivalent sets.

Activity: Ask your child to match all those cards which have equivalent sets.

Box #125

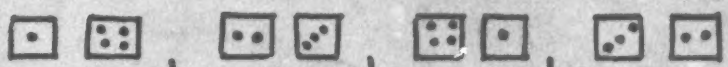
A:II:B2b

Materials: Stepping Stones - Number Patterns.

Objective: To find subsets of a given set.

Activities: 1.) Place one Stepping Stone on the floor e.g.:

2.) Ask your child to find all the possible combinations of stones that total the same value as the original stone.

e.g.: 

Box #124

A:II:C

Materials: Chutes and Ladders.

Objective: To identify a numeral (1, 2...6), and count that number of spaces on a board.

Activity: Play the game Chutes and Ladders.

Box #131

A:II:C1a

Materials: Beaded Dominoe Cards

Objective: To touch and name the numbers.

Activity: Ask your child to trace the numbers while naming the numbers on the dominoe cards.

Box #123

A:II:C1b

Materials: Stepping Stones - Number Patterns

Objective: To recognize numbers 1-5.

Activities:

1.) Place several Stepping Stones in correct order on the floor. Create a story which gives a reason to step on the "Stones", e.g.: crossing a muddy area. Have your child count the dots to determine the number value of each stone.

2.) Have him/her place the "Stones" in order.

Box #124

A:II:C1c

Materials: Stepping Stones - Number Patterns

Objective: To recognize numbers 1-5.

Activities:

1.) Place the Stepping Stones in random order on the floor.

2.) Ask your child to correct the order.

Box #124

A:II:C1d

Materials: Stepping Stones - Number Patterns

Objective: To recognize numbers 1-5.

Activities:

1.) Place the Stepping Stones in random order on the floor.

2.) Ask your child to match "like" Stepping Stones to make a path "two stones wide".

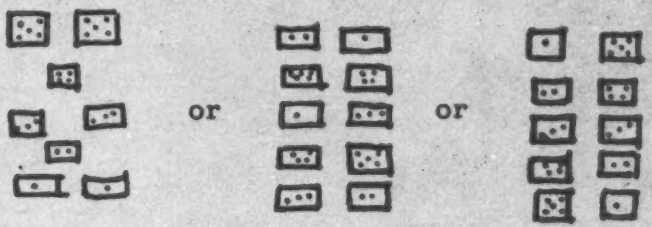
Box #124

A:II:C1e

Materials: Stepping Stones - Number Patterns

Objective: To recognize numbers 1-5.

Activities: 1.) Arrange the Stepping Stones in a hopscotch game pattern on the floor:



2.) Ask your child to play Hopscotch, identifying the numbers as he/she jumps.

Box #124

A:II:C2a

Materials: Tactile Numeral Blocks

Objective: To identify and name numerals

Activities:
1.) Fit the numerals into their corresponding spaces.
2.) Feel the numerals, then with his/her eyes blindfolded, have him/her find the space it fits into (by touch alone.)
3.) Always name the numerals you are working with.
4.) Mix the numerals around on the table and have your child put them in order with looking at the board.

Vocabulary: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Box #128

A:II:C2b

Materials: Stepping Stones - Numerals

Objective: To recognize numerals 1-10.

Activities:

1.) Place several Stepping Stones in correct order on the floor. Create a story which gives a reason to step on the "stones", e.g.: crossing a muddy area Have your child place the stones in numerical order as they are needed in the story.

2.) Have him/her step on the "stones", in order, counting aloud as he/she goes.

Box #129

A:II:C:2c

Materials: Stepping Stones - Numerals

Objective: To order numerals 1-10.

Activities:

1.) Place the Stepping Stones at random on the floor.

2.) Ask your child to correct the order.

Box #129

A:II:C2d

Materials: Stepping Stones - Numerals

Objective: To identify numerals 1-10.

Activities:
1.) Place the Stepping Stones in random order on the floor, making sure the distance between them will be close enough for your child to jump from one to another.

2.) Ask your child to jump from one stone to another in correct order as he/she counts from 1-10.

Box #129

A:II:C2e

Materials: Stepping Stones - Numerals

Objective: To reinforce orders of numerals 1-10.

Activities:
1.) Place stones on the floor alternating numerals and blank sides.

2.) Have your child identify the numerals which the blank sides represent as he/she steps on the stones.

Box #129

A:II:C2f

Materials: Stepping Stones - Numerals

Objective: To identify numerals 1-10.

Activities:

1.) Place all Stepping Stones on the floor with the numeral side up.

2.) Ask your child to step on a given numeral as you name numbers in random order.

Box #129

A:II:C3a

Materials: Unifix 1-10 Stair and 60 Unifix Cubes.

Objective: To match number with numeral.

Activity: Ask your child to fill a channel with cubes of all one color; count and name the number of the cubes in the channel.

Box #127

A:II:C3b

Materials: Individual Flannel Board Kit

Objective: To name a given set, labeling the set with its numeral.

Activities:
1.) Place a set $\{1, 2, 3 \ldots 5\}$ on the flannel board and ask your child to tell you the number of members in the set.
2.) Ask him/her to label the sets with the numeral card.

Vocabulary: set, one, two, three, four, five

OSA: L:II

Box #72

A:II:C3c

Materials: Individual Flannel Board Kit

Objective: To count the number of members in a set, labeling the sets with their numerals.

Activities:
1.) Place a set of objects on the board $\{1, 2, 3, \ldots 10\}$ and ask your child to count the objects in the set.
2.) Ask him/her to label each set with its numeral.
3.) Take all the objects off the board, and ask your child to read the numeral.

Vocabulary: set

Box #72

A:II:C3d

Materials: Individual Flannel Board Kit

Objective: To make sets, labeling the set with its numeral.

Activities: 1.) Ask your child to make sets containing a given number of members, e.g., make a set of 6 rabbits.

2.) Have him/her label each set with its numeral.

Vocabulary: set

Box #72

A:II:C4a

Materials: Numberrite

Objective: To sequence numbers/numerals

Activity: Ask your child to put the correct number of pegs in each number board, and then sequence the number boards.

Vocabulary: sequence, number, numeral

Box #126

A:II:C4b

Materials: Individual Flannel Board Kit

Objective: To order sets, labeling the sets with the numerals.

Activities: 1.) Have your child make several sets showing {1, 2, 3... 10.}
Ask him/her to order the sets.

2.) Ask him/her to label the sets with the numeral cards.

Vocabulary: order

Box #72

A:II:F2a

Materials: Individual Flannel Board Kit

Objective: To separate a set into two subsets, labeling the sets with the numerals.

Activities:

1.) Ask your child to place a set on the flannel board and name its number. Have him/her separate it into 2 subsets and name their numbers.

2.) Have him/her label each set with the numeral and "read the equation", e.g.: 3 take away 1 equals 2.

Box #72

A:II:F2b

Materials: Individual Flannel Board Kit

Objective: To form new sets, labeling the sets with the numerals.

Activities:

1.) Ask your child to place 2 sets on the flannel board, name the number of each set, join the 2 sets and name the new number.

2.) Have him/her label each set with the numeral and "read the equation", e.g., 2 and 3 equal 5.

Box #72